A Beginner Book For Arabic Basic User: Analysys *Al-Lughah Al-Arabiyah* Book Chapter One Based On CEFR Standart

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Abstract*: The Arabic textbook MI Grade 1 KSKK is a book published by the Ministry of Religious Affairs in the context of implementing KMA Number 183 of 2019 concerning the PAI Curriculum and Arabic Language in Madrasas. This article presents the results of the analysis of MI Class 1 KSKK Arabic textbooks using CEFR standards. CEFR stands for Common European Framework of Reference established by the Council of Europe in 2001 as a response to the importance of learning foreign languages in order to use them in everyday transactions, be it social, interaction and information transfer. The purpose of this article is to find out the description of the MI Class I Arabic textbook, then at what level is this book in the CEFR standard and how are the CEFR principles contained in it. In its writing, this article uses a literature research method (literature review) with a content analysis approach, where researchers analyze all the material in this MI Class 1 Arabic textbook. The results showed that the Arabic textbooks of MI grade 1 KSKK were categorized in levels A1 and A2 based on CEFR standards. In addition, this book has also fulfilled CEFR principle 6, including language activities, language processes, text, domain, language learning strategies, and language tasks.*
Keywords: CEFR, Textbook, Arabic Language, Madrasah Ibtidaiyah.

INTRODUCTION

Textbooks are one of the primary needs in the learning process, both for teachers and students. With the right materials or textbooks, it will make it easier to learn more effectively and efficiently (Habibur Rohman and Faiq Ilham Rosyadi 2021). However, there are many textbooks that are still far from the standards set by the government, especially Arabic textbooks, both in terms of cultural materials, language and others. Arabic textbooks that published by ministry of religious affairs are widely used in Arabic language learning in public and private schools (Farobi et al. 2022). One way to find out the shortcomings found in the textbook is by analyzing them specifically. The results of the textbook analysis can be a reference for the improvement and development of the textbook in order to produce even better works. Because the teaching materials have an important role in learning process (Laubaha et al. 2024), so that they have to be reupdated when it needed.

In this paper, the researcher takes reference to analyze the Arabic textbook MI Class 1 KSSK with a theory based on the Common European Framework of Reference (CEFR) standard. CEFR is an international standard to quantify learners' language abilities on a six-point scale, it starts from A1 for beginners up to C2 for those who have mastered a foreign language (Musthofa 2022). In the CEFR, language activity is defined as "observable performance in any field, whether in speaking, writing, reading or listening skills". (CEFR) aims to provide a theoretical and practical foundation for developing curricula, materials, and assessment methods for foreign language teaching (Arikan 2015).

Because of these purposes of the CEFR, it can be a standard reference in analyzing Arabic textbooks to develop and produce new and actual products. Where its known that the Arabic language is one of foreign language that have been learnt and used in various schools especially Islamic schools in Indonesia and other countries too. But some of book that used in many schools are needed to be adjusted with less lesson hours, such as *Arabiyyah Bayna Yadaik* which need more hours to complete the lesson (Hanip, Alim, and Ahmad 2023). Cause

of this position, the research which means to provide innovation in producing the better books is needed.

Research on the analysis of Arabic textbooks has been widely discussed by previous researchers, only there are differences in the theory of analysis or the textbooks studied. Some of the previous studies are the analysis of TOSA (Test of Standard Arabic) questions referring to the CEFR (Common European Framework of Reference For Language) (Zaenuri, Kholis, and Barokah 2020), the analysis of the MI Arabic textbook for grade 1 from the Ministry of Religion of the Republic of Indonesia, where the researcher analyzes aspects of the content of the material or content of the book (Rosyadi 2019). Then the other previous researches talk about study on the analysis of MI textbooks for grades 1, 2 and 3 using ACTFL standards (Maimunah et al. 2022), analysis of Arabic textbooks for Muhammadiyah high school/vocational schools on maharah al-kalam according to the Common European Framework of Reference (CEFR) standards(Saputra and Musthofa 2022), the development of an Arabic curriculum framework based on a compilation of salient features from CEFR level descriptors (Mohamed 2023), and comparative analysis of Arabic learning materials for MI students (curriculum perspective and content analysis) between MI books for grade 1 curriculum edition 2013 and KMA in 2019 based on instructions technical book guidelines in Permendikbud number 8 of 2016 (Khoirunnisa and Nisa Syuhda 2021). There are also who discussed about CEFR-Based Arabic language learning competency (Nurdianto, Hidayat, and Wulandari 2021) and aligning ESP courses with the CEFR for languages (Athanasiou et al. 2016).

The similarity of this article with several previous studies is that it discusses the analysis of Arabic textbooks and their levels based on CEFR theory. Meanwhile, the difference is in the use of analysis standards that are the reference for research, namely ordinary and ACTFL-based material analysis. Another difference is in the classification of classes in analyzing Arabic textbooks, where previous researchers analyzed Arabic textbooks for grades 2 and 3 MI but this article focuses on analysis Arabic textbook for 1st grade. There are also any researches about CEFR that was used to be a reference for developing Arabic curriculum, being a citation for Arabic language learning competency and aligning esp courses for languages.

Based on the previous research, so this article aims to analyze Arabic textbooks for MI grade 1 KSKK using CEFR standards that have not been discussed by researchers before. Thus, the focus of this research is to find out the description of the MI Class I Arabic textbook, then at what level is this book in the CEFR standard and what are the CEFR principles contained in it.

METHOD

The writing of this article uses a literature research method with a content analysis approach. This method is potentially useful means to increase clarity and enhance collective understanding of specific methods topics that may be characterized by a lack of comprehensiveness. Literature identification and selection for overviews of the methods literature is challenging and potentially more resource-intensive than for most reviews of empirical research (Gentles et al. 2016). The implementation literature review method can compare several journals. And the comparisons of several journals have been carried out to find common objects, methods, and problem-solving (Isniah, Hardi Purba, and Debora 2020). Then the data obtained are compiled, analyzed, and concluded so as to obtain conclusions about the research (Gentles et al. 2016).

The primary data source in this article is the KSKK grade 1 Arabic textbook. Meanwhile, secondary data sources in supporting this writing are several articles that are relevant to the teaching materials. This article analyzes the Arabic textbook for MI grade 1 KSKK using the CEFR standard. In collecting data, the author uses documentation techniques, where the data refers to several existing articles both about CEFR and Arabic teaching materials. The steps taken by the author in this study are: first, read the entire content of the MI Class 1 KSKK Arabic textbook. Second, analyze the material or content in detail and comprehensively according to CEFR standards. Third, describe the findings of the analysis contained in the Arabic textbook of MI Class 1 KSKK in accordance with CEFR standards.

RESULT AND DISCUSSION

The Description of al-Lughah al-'Arabiyyah Book Chapter One for Madrasah Ibtidaiyyah Student

This Arabic textbook for MI Class 1 KSKK is titled "العربية اللغة" written by Makhi Ulil Kirom and edited by Danial Hilmi. This book was prepared by the Government in the context of the implementation of KMA Number 183 of 2019 concerning the PAI Curriculum and Arabic Language in Madrasah. This book was compiled and reviewed by various parties under the coordination of the Ministry of Religion, and used in the learning process. With the development of science, technology and communication in the global era, changes are very fast and difficult to predict. Therefore, the PAI and Arabic curriculum in madrasas must be able to anticipate the rapid changes that exist. Therefore, this book is flexible which can change at any time according to the demands of the times.

This textbook consists of 6 chapters, namely "والألوان الفواكه، أسماء بيتي، هوايتي، أسرتي، التعارف،". In general, each material consists of 7 subchapters of the lesson,

namely let's observe, read, listen, speak, write, practice and sing (Khoirunnisa and Nisa Syuhda 2021). In addition, there are also exercises and end-of-semester exams to assess students' abilities after going through the learning process. The aspects aimed at in the learning material of this book are the cognitive, affective and psychomotor aspects of students. At the end of the book page there is a glossary or meaning of Arabic vocabulary to make it easier for students to understand foreign words in learning.

CEFR Standard Guidelines

In the 20th century, most theorists, researchers and language professionals were very active in trying to explain what it means to learn a language and how it can be operationalized and sorted for learning, teaching, and assessment purposes. With the occurrence of international conflicts, it is increasingly clear the importance of learning a foreign language in order to be able to use it in daily transactions, be it for social, interaction and information transfer. Because of this, the Common European Framework of Reference (CEFR) was established in 2001 by the Council of Europe as a form of their response to the challenge (Figueras 2012). The CEFR is one of the most influential frameworks in language education today.

Zaenuri argues that good foreign learning must be of international standard with the CEFR which aims to assess a person's proficiency in language according to existing qualifications. This CEFR departs from the need to determine and measure a person's second (foreign) language proficiency (Zaenuri, Kholis, and Barokah 2020). There are 6 levels that are differentiated in the CEFR, from the entry level A1 to the highest level of C2. Holistic assessment is adopted using a manual assessment scale, which consists of a descriptor of the whole three analytical criteria: range, coherence, and accuracy (Chen and Baker 2016). The following series of CEFR levels itself is divided into 6 levels, namely:

a. Beginner or A1
1) Able to understand various basic everyday expressions to communicate.
2) Able to interact in a simple way both asking and answering questions about themselves, where they live, people they know, and the things they have.
3) Can start a chat or respond to simple statements on familiar topics.
b. Elementary atau A2
Reflects the specification of the waystage with:
1) Able to understand news sentences (information) about personal life, family and the surrounding community.
2) Can declare social functions: greeting people, asking for news and reacting to news, asking and answering questions about activities carried out.
3) Able to explain urgent personal needs in a simple way.

c. Intermediate or B1
1) Maintain interaction and convey what is desired: give personal opinions in informal discussions with friends, express the points you want to convey clearly (even if there are pauses in speaking for grammatical and lexical improvement).
2) Able to overcome problems in life flexibly.
d. Upper intermediate or B2
1) Have effective arguments: explain and defend opinions in discussion forums with relevant arguments and comments, as well as explain the viewpoint on a topic issue from its positive and negative sides.
2) Able to interact with a level of fluency and spontaneity that makes interaction regular with native speakers, as well as adjusting to changes in direction, style and emphasis of the language that exists in conversation.
3) Have language awareness: correct language errors that cause misunderstandings.
e. Advanced or C1
This level is characterized by spontaneous access to foreign languages that results in smooth communication.
1) Able to express language fluently and spontaneously (almost effortlessly) as having mastered a wide lexical repertoire.
2) Able to speak clearly, flow smoothly, well-structured, patterned and controlled.
f. Proficient or C2
This is a very successful level of language learner's ease.
1) Able to convey the nuances of the meaning of the language more subtly precisely and with reasonable accuracy, and able to modify it well.
2) Have good mastery of idiomatic expressions and colloquialisms, as well as have an awareness of the level of connotative meaning (North 2007).

Because of this, the author uses the CEFR standard in analyzing MI Class 1 Arabic books to determine the level of proficiency and foreign language qualifications in elementary school students.

Analysis of the Book of al-Lughah al-'Arabiyyah Chapter 1 Based on CEFR Standard

The results of the analysis based on research conducted on a sample of Madrasah Ibtidaiyah Arabic textbook grade 1 Curriculum for Institutional and Student Facilities (KSKK) through the CEFR standard show that this book is categorized in A1 and A2 levels. At the Beginner or A1 level, students are able to understand and express basic and limited everyday language for the sake of communication, are able to introduce themselves or ask questions with other people or those they know about what they own or where they live, and are able to interact

with others slowly, clearly and simply. At the Elementary or A2 stage, students can understand everyday sentences including information about family, themselves, and local geography, are able to communicate with familiar, simple and routine things directly and are able to explain urgent personal and environmental needs in a simple way (North 2007).

In understanding and expressing basic and limited everyday language for the sake of communication, this book presents **التعارف** material or introduction to support students in communicating briefly and simply in daily activities. The **التعارف** material is in the first chapter of this book, in which there is an example of a short conversation dialogue of communication between students and teachers, also equipped with examples of short introductions that can be repeated by students. In its implementation, the teacher gave an example of a complete speaking activity, then invited students to have a dialogue according to the example conversations in the textbook. Next, the teacher invites students to get to know each other according to the example conversation. In addition, of course, this chapter is also equipped with basic vocabulary related to **التعارف** material, to increase students' knowledge of basic Arabic vocabulary related to daily communication activities.

After students are introduced to new vocabulary and examples of short dialogues about introductions and repeated communication, students are expected to be able to introduce themselves or ask questions with other people or people they know, and be able to interact with others slowly, clearly and simply. In addition, students are also expected to be able to introduce things they own or related to where they live. For this reason, this book is also equipped with material about my hobbies (**هوايتي**) and my house (**بيتي**) which can support students to find out materials related to their favorite activities (hobbies) and the situation around their place of residence in Arabic.

In understanding the sentences used in daily activities that include information on family, yourself, and local geography, this book presents materials related to family (**أسرتي**), hobbies (**هوايتي**), and my home (**بيتي**). To understand information about the family, the **أسرتي** material presents information about family members such as mothers, fathers, sisters, brothers, grandparents and is packaged in short and simple interactive dialogues that can be practiced repeatedly by students. To understand information about themselves, the materials **التعارف** and **هوايتي** support students in explaining short biographical information about themselves and also their favorite activities (hobbies), packaged in short and simple conversations so that students can repeat them and can get used to communicating with familiar, simple and routine things directly.

In explaining urgent personal and environmental needs in a simple way, this book is equipped with

instructional expressions in the learning process, such as the sentence هَيَّا نَقْرَأ-ارْفَعْ صَوْتَكَ-تَفَضَّلْ-خُذْ-أَعْطِنِيْ-هاتِ-بِسِرْعَةٍ. These sentences are used by teachers as instructions for students in the process of learning Arabic language skills, which can then be repracticed by students in certain situations. In addition to material about **التعارف، أسرتي، هوايتي، بيتي**, there is material that can support students' knowledge about various colors (**الألوان**) and the names of fruits (**أسماء الفواكه**). Students are given an understanding of the various colors and names of basic fruits that are commonly found and used daily. This material can also be packaged in the form of simple interactive and communicative dialogues to make it easier for students to get used to using the Arabic vocabulary that has been given by the teacher.

Figure 1. Concept Map

In addition to the levels in the CEFR standard, there are also a number of things that are CEFR principles, which when these principles are combined with all its elements, mastery of learning a foreign language will be better. Meanwhile, the principles in question are; Language Activities, Language Processes, Text, Domain of Language Learning, Language Learning Strategy, Tasks (Dewi 2016). The following is an explanation of the principles of CEFR contained in the Arabic textbook for grade 1 Madrasah Ibtidaiyah KSKK:

A. Linguistic Activities

Linguistic activities in learning Arabic in Madrasah Ibtidaiyyah textbooks can include the following activities (Kurdi et al. 2020):

1) Comprehension of texts in Arabic: Here, students learn to understand and analyze various texts in Arabic, such as stories, dialogues, and letters (Sya'bani and Fithriyah 2022).

2) Vocabulary development: Students will learn to expand their vocabulary in Arabic through a variety of activities such as reading and identifying new words, making vocabulary lists, playing vocabulary-based games, and using vocabulary in contextual sentences.

3) Listening and speaking skills development: Students will be given the opportunity to practice their listening and speaking skills in Arabic through activities such as dialogue with classmates, practicing reading texts with the correct intonation, and following conversations in Arabic.

4) Writing skills development: Students will be taught to develop their writing abilities in Arabic through writing exercises such as short stories, letters, or essays.

5) Grammar mastery: Students will learn about grammatical rules in Arabic, such as verb conjugation, sentence formation, and the use of pronouns.

Figure 2. Examples of *Mufrtadat* Material

In the KSKK grade 1 MI Arabic textbook, language activities include the process of reading, listening, writing and speaking. In addition to the four skills that are already famous in language learning, other linguistic activities are

added to this book, namely the process of observation and practice. The following is an example of a concept map in each chapter of the Arabic teaching material MI grade 1 which includes linguistic activities in learning Arabic.

Based on the concept map stated in the Arabic textbook for grade 1 MI KSKK curriculum, it shows that the stages of using Arabic teaching materials emphasize the aspect of strengthening stimuli for the acquisition of Arabic vocabulary. This is in accordance with the level of 1st grade students of Madrasah Ibtidaiyah, namely as basic users (basic level users/learners known as A1 and A2 classifications), which need to emphasize a basic understanding of the Arabic language. This concept map is listed in each chapter in the textbook material, and in each chapter it provides guidelines to teachers that in the learning process, students' activeness in cognitive development and mastery of language skills is gradually prioritized, while the role of teachers is only as facilitators and supervisors (Maimunah et al. 2022).

B. Linguistic Process

The linguistic process in learning Arabic is a process in which students can acquire and develop vocabulary, grammar, and communication skills in Arabic. This linguistic process involves the use of effective methods in teaching and inquiring students (Andi Quraisy et al. 2022). In the language process, students will be given various resources and teaching materials that are appropriate to expand their understanding of Arabic (Utami 2020). Students will be invited to read and understand Arabic texts, both in written and oral form. In addition, students will also be taught to listen and speak in Arabic through communication and dialogue exercises with teachers and fellow students.

In this linguistic process, students will also be invited to develop the ability to write in Arabic through the practice of writing compositions or essays in Arabic. In addition, the linguistic process in learning Arabic also involves the use of other active methods such as observation, demonstration, question and answer, and tests to measure students' ability to master and use Arabic. With an effective linguistic process, students will be able to improve their ability to hear and understand Arabic, speak fluently and fluently in Arabic, read texts in Arabic with a good understanding, and write with correct grammar and structure in Arabic.

The linguistic process in the KSKK MI grade 1 Arabic textbook includes a process where students get Arabic vocabulary, both in the form of Arabic alphabet letters (hijaiyyah), as well as vocabulary related to teaching materials. In practice, the teacher reads all the vocabulary
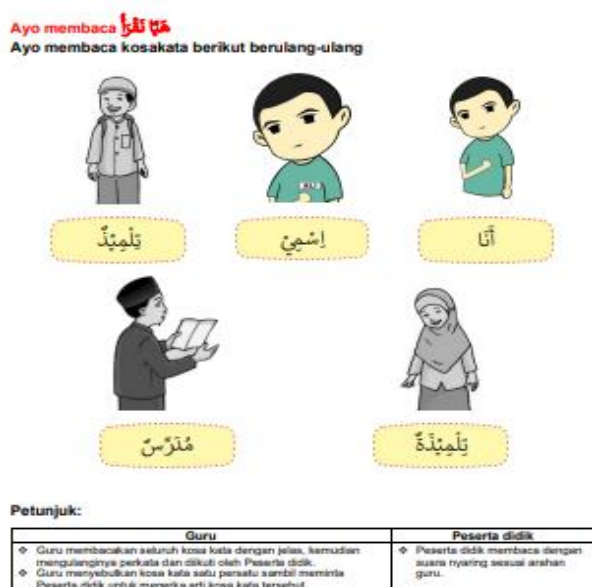
clearly, then repeats the words and is followed by the students. Next, the teacher mentioned the vocabulary one by one while asking students to guess the meaning of the vocabulary. Then, students read aloud according to the teacher's direction. The following is an example of vocabulary material in the Arabic textbook for grade 1 MI which includes the linguistic process:

C. Text

In the Arabic textbook MI grade 1 KSKK, the text is made simple and concise which is adjusted to the level of students' ability, which in the CEFR standard is referred to as the Beginner A1 (beginner) and Elementary A2 (basic) levels (North 2007). In this book, texts are used to train students in qiroah and kalam skills. The following is an example of text in the Arabic teaching material MI grade 1.

Figure 3. Examples of *Qira'ah* and *Kalam* Texts

In practicing reading skills, the teacher reads the entire text clearly, and repeats it again with all students and students participating. Next, the teacher repeats the reading several times and ensures that the students can read the reading well. Then, students pay close attention to the teacher's reading and read aloud the conversational dialogue according to the teacher's instructions. This practice starts from the whole class, in groups and individually. This is with the aim of ensuring that students can pronounce words correctly. In training students' speaking skills, teachers exemplify complete speaking activities, then invite students to have a dialogue according to conversation examples, and also invite students to get to know each other according to conversation examples.

Next, students have a conversation about introductions according to the teacher's instructions.

D. Domain

The learning domain according to Bloom's taxonomy includes three aspects, namely cognitive, affective, and psychomotor (Santosa et al. 2019). The domain of language learning in the Arabic textbook MI grade 1 KSKK includes affective aspects (spiritual & social attitudes), cognitive (knowledge), and psychomotor (skills) where these domains are described in the core competency table of the Arabic language book for grade 1 MI KSKK. The following is a table containing the Language Learning Domain (domain) in the Arabic book textbook MI grade 1 KSKK Curriculum.

Table 1: Language Learning Domain (domain) of Arabic books MI grade 1 KSKK Curriculum Semester 1 & 2

No.	Core Competencies	Keterangan
1.	Core Competencies 1 (Spiritual Attitude)	Accept and practice the religious teachings that he adheres to.
2.	Core Competencies 2 (Social Attitude)	Demonstrate honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends, and teachers.
3.	Core Competencies 3 (Knowledge)	Understand factual knowledge by observing [hearing, seeing, reading] and asking questions based on curiosity about themselves, God's creatures and their activities, and the objects they encounter at home and at school.
4.	Core Competencies 4 (Skills)	Presenting factual knowledge in clear and logical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect the behavior of children of faith and noble character.

E. Language Learning Strategies

According to Mustofa (Khansa 2016) revealed, learning strategies are the ways that will be used by teachers to choose learning activities to be used during the learning process, the selection is carried out by considering the existing situation and conditions, learning resources, student needs and characteristics of students faced in order to achieve learning goals. In general, the

Arabic learning strategy is adjusted to the language proficiency that will be learned in the learning process. Arabic learning strategies based on language skills are divided into six, namely mufradat, tarkib, istima', kalam, qira'ah, and kitabah learning strategies (Khansa 2016). In the Arabic textbook KSKK grade 1 MI, learning strategies are only focused on five of the six strategies, namely mufradat, istima', kalam, qira'ah and kitabah. Tarkib learning has not been taught to students, considering the level of students who are still at the beginner or basic level.

F. Language Tasks

In the Arabic book KSKK grade 1 MI, the language tasks include tasks or exercises of four skills in learning Arabic, including practice of writing, reading, listening and speaking skills. The assignments presented in this book are written simply and easily, adjusted to the level of students' abilities which in the CEFR standard are referred to as Beginner A1 (beginner) and Elementary A2 (basic) levels, as well as adjusted to the teaching material in each chapter. In addition to the linguistic tasks in each chapter (formative evaluation), this book is also equipped with exercises at the end of the semester and the end of the year (summative evaluation) to measure students' ability to master the teaching material. The following is an example of a language training assignment in the KSKK MI Arabic textbook for grade 1.

Figure 4. Examples of Language Exercises

The Arabic textbook "*al-Lughah al-'Arabiyah*" for students MI class 1 KSKK, intended for beginners in the Arabic language, presents a comprehensive approach to language learning that aligns with the Common European Framework of Reference standards (Nurdianto, Hidayat, and Wulandari 2021). This statement is in accordance with research conducted by Nurdianto et al regarding CEFR based on Arabic language learning competency which was written in previous research related to this research. The CEFR, widely recognized as a reference for curriculum development, learning outcomes, and assessment, has been increasingly adopted for non-European languages, including Arabic (Mohamed 2023).

In the previous research, Nurdianto have observed that the application of the CEFR framework in Arabic language education has faced some challenges, particularly in terms of understanding the basic competencies outlined in the framework. However, the current work on the "*al-Lughah al-'Arabiyah*" Arabic textbook demonstrates a successful attempt to bridge this gap and provide a structured, CEFR-based learning experience for non-Arabic speakers (Nurdianto, Hidayat, and Wulandari 2021). This book provides curriculum planners, materials developers, and language educators with a valuable resource that incorporates the CEFR's key principles, including the development of learners.

This book can be classified as a beginner's book for basic level learners. In accordance with the CEFR standards at the beginner level, students are expected to be able to understand and express basic and limited everyday language for the sake of communication, are able to introduce themselves or ask questions with other people or those they know about what they own or where they live, and are able to interact with others slowly, clearly and simply.(Riyadi 2020) Students also expected can understand everyday sentences including information about family, themselves, and local geography, are able to communicate with familiar, simple and routine things directly and are able to explain urgent personal and environmental needs in a simple way (North 2007). Referring to the Arabic language ability in learning Arabic, these levels are also referred to as A1 and A2 levels or beginner based on the CEFR standard guidelines (Talqis Nurdianto and Noor Azizi bin Ismail 2020). So, the preparation of the book aimed at and used for Madrasah Ibtidaiyyah grade 1 students is in accordance with the CEFR guideline standards.

CONCLUSION

After analyzing the "*al-Lughah al-'Arabiyah*" Arabic textbook KSKK for grade 1 MI, it can be seen that in the CEFR standard which has 6 levels (A1, A2, B1, B2, C1 and C2) it is in the A1 and A2 levels. This means that the MI Arabic textbook grade 1 is at the beginner and elementary stages which are the basic levels in the CEFR

standard. As basic users and non-Arabic speakers, Madrasah Ibtidaiyah grade 1 students are categorized as beginner students in learning Arabic. So, the preparation of this book based on KMA Number 183 of 2019 concerning the PAI Curriculum and Arabic Language in Madrasah has been in accordance with the level standards on the CEFR guidelines. This book has also fulfilled the principles contained in the CEFR, where when these principles are combined with all its elements, mastery of learning a foreign language will be better. Meanwhile, the principles in question are; Language activities, language processes, texts, domains, language learning strategies, and tasks.

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